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## Ontario Department of Education

# Midsummer Examinations 1920

## REPORTS OF EXAMINERS

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### THE CONDUCT OF THE EXAMINATIONS

Uniform examinations are prescribed in Ontario as a test of fitness for admission to the professional schools and to the universities. Accordingly it should be the constant endeavour of all concerned to see that the machinery set up shall function with the maximum of educational benefit to the boys and girls of the schools who become candidates at the examinations from year to year.

This object can be furthered by the elimination of all those unnecessary handicaps that are sometimes placed in the way of candidates by the thoughtlessness or carelessness of those in charge. The multiplicity of the detail involved may be cited in extenuation of an occasional oversight on the part of officials, whether within the offices of the Department or acting for the Department in the conduct of the examination at the local centres. Yet it should not be too much to require that all those charged with any responsibility shall exercise due vigilance that no hindrance shall, by their neglect, be placed in the way of candidates. To this end it is expected that,—

1. The Presiding Officer will always commence the examination on time.
2. In no case will he hand the wrong question paper to a candidate.
3. He will not make, nor allow to be made, any noise in or about the examination room which might disturb the candidates.
4. He will exercise such close supervision over those within his room as to enable him to declare absolutely that no one of the candidates either gave or received assistance of any kind.
5. He will invariably examine all the desks at the end of each examination period.
6. He will report fully and clearly all special circumstances and cases.
7. He will mail his reports and will return the bag of answer papers immediately at the close of the examination.

Failures on all the above points were reported after the 1920 examinations.

Some Presiding Officers also unnecessarily handicapped candidates by indistinct articulation or incorrect pronunciation on a dictation paper and by faulty arrangement of the group of objects for an Art paper. When such occurrences are reported to the Department, steps are taken to minimize the resulting injustice to the candidates, but the only certain way of preventing injustice is to avoid the mistake.

### THE TECHNIQUE OF EXAMINATIONS

Teachers would do well to take advantage of the school term and final examinations to give to their scholars the fullest benefit of the training that these experiences make possible. Candidates who have learned through practice to approach an examination under such self-control as comes from a fair knowledge of the subject, a consciousness of their own powers, and a confidence in the spirit



of justice dominating the Boards of Examiners, will be likely to avoid the state of nervous excitability that leads very frequently to confusion of thought and action under the stress of examinations.

Candidates should be trained at the outset to begin by reading over the whole question paper. In most cases, this will remove the dread, perhaps unconscious, of the unknown, and it should certainly make less likely the overlooking of questions or of the instructions to candidates found on the paper. The careful reading of the questions will also disclose to the candidate the exact sense of the phrasing used, e.g., a description "in detail" requires a specific description of each part. Again, careful reading should enable the candidate to decide the length of answer called for and, if that answer is to be of greater length than a sentence or two, to plan it in outline before starting to compose it. The Examiners report that the answers of the candidates at the 1920 examinations showed inaccuracy in definitions, inexactness in descriptions, indefiniteness in comparisons, and irrelevancy in the matters dealt with. Candidates would be less liable to make such errors if they were trained to read over the questions in advance.

Teachers of all subjects unite in urging that more attention be given to the composition of the answers written. This applies, of course, as much to class exercises as to formal examinations and calls for the correlation of composition with the other subjects on the time-table. If it is not made clear, however, that defective English on an examination paper means a lower standing, the class instruction will lose much of its effect.

Similarly in the matter of spelling, much educational work of value can be accomplished through the careful preparation of candidates for examinations. Both in the matter of defective English and in that of errors in spelling at the final Departmental examinations, deductions are made only in the papers in Composition and Literature; but the Examiners in several of the other subjects also complain of errors in the spelling of the special terms or proper names employed in those subjects. Inability to spell correctly will, of course, show itself equally on all papers and this was found to be the case particularly with such common words as *its*, *which*, *no*, *there*, *lead*, *led*, *too*, *two*, *to*, *of*, and *off*. Training in spelling should include also instructions as to the proper use of brackets, the apostrophe and the hyphen, and to the division of words at the ends of lines. Where corrections are made by a candidate, he should be trained to score the word and to re-write it. In the matter of legibility also candidates should be cautioned to distinguish *e* and *i*, *o* and *a*, *u* and *n*, *s* and *c*, and *w* and *u*.

By training candidates to exercise due care in the form and arrangement of their answers on an examination, teachers may also improve the candidates' chances of success at the examination itself as well as in the practical spheres of after life. At the examination, such care in the form of the answers, will be an aid to clear thinking and will ensure full consideration on the part of the Examiner. Candidates should be drilled to space their answers properly, allowing, say, one line between answers to separate questions, or, in Spelling, using only the alternate lines, also to indent the commencement of each paragraph, to arrange the answers to the several parts of a question in the order given in the question, and to perform the necessary rough work on the blank page opposite the finished answer or solution of that question. In the employment of tabulated answers, candidates likewise require direction. While these may be effectively employed in answering questions on an informational subject, they should be avoided on Literature papers and others where the composition of the answer is of prime importance.



## THE TEACHING OF THE SUBJECTS

The reports of the Examiners, in particular those portions which relate to the teaching of the several subjects of the courses, expressed general satisfaction as to the character of the candidates' answers and the teaching of the subjects in the schools. As exceptions to this general statement, some dissatisfaction was expressed with the candidates' answers in Upper School Literature, Geometry, Chemistry, Mineralogy, and Middle School Latin Composition. Accordingly, the comments that follow, while they lay stress on the faults found in the answers and, indirectly, in the methods of teaching, should be clearly understood as applying to a minority of the candidates and of the schools concerned.

### ENGLISH

The answers of the Upper School candidates in Literature indicated that scansion is not properly taught; that the teaching of plot construction is, in many instances, neglected; that a considerable number of candidates are not sufficiently familiar with the texts; and that a still larger number are not trained to express the main thought of a poem in clear and concise prose.

The lack of familiarity with the text showed itself especially in the failure of the candidates to indicate with due precision the connection in which given passages occur in the poems and plays, and in their inability to explain the meaning of the passages selected for that purpose. The interpretations given were often only approximations to the meaning, and sometimes were the very opposite of the sense intended.

To improve the character of the candidates' work it is suggested that Literature and Composition be correlated in the class room, and that selections from the plays be not only read by the students in class but acted at the meetings of the Literary Society.

In the Upper School Composition, more immature and commonplace material was presented this year than formerly, and the commonest defects found were poverty of thought, weakness in sentence structure, and the use of long words and high-sounding phrases. On the other hand, there were several compositions that were so admirable in style and so fresh in thought that anything better could scarcely be expected in the time allotted and under the stress of the examination.

At the Middle School examination in Literature, the candidates' answers indicated that in some schools little attention was given to the expansion or explanation of similes or metaphors, and that, in many cases, they had not been taught the meaning of "pathos," "suspense," etc., as literary terms. Here again there was evident a general lack of precision due, perhaps, chiefly to immaturity. English masters might well devote a larger part of their effort to the development of precision of mind on the part of pupils.

At the Middle School examination in Composition, certain defects were found to persist such as the improper use of "shall" and "will," but the outstanding defect was lack of ideas, due mainly to limited reading and to an insufficient training in the organization and use of the material at the pupil's command. For the assistance of the teachers, the Examiners offer the following suggestions:

1. That wider reading be encouraged. The High School Library should be placed at the disposal of the pupils, every hindrance to access should be removed, and the pupils encouraged to use it freely. Talks on the use of books and libraries might form part of the course in composition. The Public Library, likewise, should be widely used and a system of close co-operation between the school and



the Public Library should be worked out. The increased financial resources of the Public Libraries under the new Public Libraries Act will enable them to strengthen their departments of poetry, history, biography, essays, travel and science, and pupils should be trained to make the best use of the books in these departments. Current magazines of the better class should also be used.

2. That special attention be paid to the selection of topics for written and oral composition. Topics outside the range of the pupils' interest should be avoided. An excellent opportunity for the correlation of studies is afforded here, as the work in history, literature, science, and art may be drawn upon for topics. Current events in local, provincial, national, imperial and international spheres should be utilized. To cultivate originality, it is sometimes worth while to allow the pupil to write on a subject of his own choosing, insisting, however, upon a careful treatment of the theme.

3. That the reading of poetry be encouraged throughout the Forms. This reading and the consequent familiarity with the poet's choice of words and his imagery, will assist in the development of style. The reading of Canadian poetry will assist also in the study of Canadian history and will help the student to use his knowledge of Canada as material for his compositions.

4. That teachers pay more attention to training their students in the selection of composition topics at examinations. Frequently candidates attempt to write upon topics of which they have practically no knowledge, passing over topics with which they are quite familiar. A little attention to this matter would enable them to avoid this mistake.

5. That teachers warn students to write on the subjects assigned, e.g., when a prose volume is prescribed, a student must not write on a volume of poetry. Nor is it legitimate to select one of the prescribed topics as a title, and then write on an entirely different theme. Such evident evasions of the conditions of the examination cannot be allowed to succeed.

In the Model Entrance Literature, the answers indicated a lack of power in description, due mainly to the failure to see the pictures portrayed in the poems, and it is suggested that more attention be given to this matter as well as to the study of qualities of character, especially in the Shakespearian play and in such poems as "Enid" and "The Patriot." It was also evident that many candidates had had little practice in writing the memorized passages. Attention should be drawn to the metrical form as an aid to correct lining.

The compositions handed in by Model Entrance candidates would point to the need of more practice in writing descriptive essays. Most of the compositions submitted on such subjects as "A Day at the Fair" were bald chronicles of events or mere lists of objects seen, without any attempt at real description. Greater care should be taken in teaching the form of a letter, as, in nearly all the letters written, the form was incorrect.

In the answers in English Grammar, the following defects in parsing were noted:

1. The classification of adjectives according to relation was often incorrectly given.
2. In parsing prepositions and conjunctive pronouns the relating function was not made definite.
3. There was a noticeable looseness in the use of terms of relationship, e.g., modifying, relating to, referring to, object of, and completing.
4. Sufficient attention had evidently not been paid to distinguishing between principal and auxiliary verbs and their functions.



5. It was evident that some students had a knowledge of grammatical terminology without any real appreciation of the meaning of the terms.

It is again suggested that more attention be given to the parsing of phrases. A very large number of candidates failed to see the relation of the italicized phrases. Pupils should be carefully trained to consider the function or use of words and groups of words in the sentence.

### HISTORY

On all the papers in History and Geography the answers of the candidates, in the opinion of the Examiners, indicated the need of greater attention to the proper use of maps. The study of geography is essential to securing the proper background for the study of history. In Canadian history an ignorance of the geographical background was shown in the answers on the lives of La Salle, Cartier, and Champlain, and in the locating of places of historical importance. In geography, as well as in history, the frequent and judicious use of blank outline maps in the classes is recommended.

A common weakness in the candidates' answers in the Upper School History was the tendency to write long unnecessary introductions instead of plunging immediately into the discussion of the question asked. The answers show too little evidence of reading outside the text-book.

In the Lower School History greater attention should be paid by the teachers to awakening in the pupils a patriotic appreciation of the efforts of the early pioneers. The answers showed also that the students had not always grasped the meaning of great movements such as the Renaissance, and that wrong impressions had been gained of some historical events as a result of outside reading. Many of the students, for example, showed no knowledge of the story of the expulsion of the Acadians other than that gained by reading "Evangeline." There is still some evidence of the memorizing of notes.

### GEOGRAPHY

In the case of the Lower School paper in Geography the answers indicated generally a better knowledge of physical geography than of commercial geography. The relation of commercial importance and industrial progress to the geographical conditions of a country was not clearly understood and should be given greater emphasis in the teaching. In the teaching of the sources of wealth of a country it is suggested that the raw material be classified as follows: soil products, forest products, minerals, animal products, and products of the sea, and that the industrial development of the country be related to these.

### MATHEMATICS

This year's answer papers in Upper School Algebra again bore testimony to the difficulty that this subject presents to many candidates. Some of these difficulties may be the result of reliance on the assumption that the examination papers will contain sufficient "book-work" to enable candidates to make a "pass." The Examiner, of course, has no such instructions and must examine on the whole course as prescribed, assuming both a clear knowledge of the theory and an ability to apply that knowledge to the solution of problems.

In Geometry the answers indicated the need of a better review of the Middle School work as well as of a clearer knowledge of line segments. Many



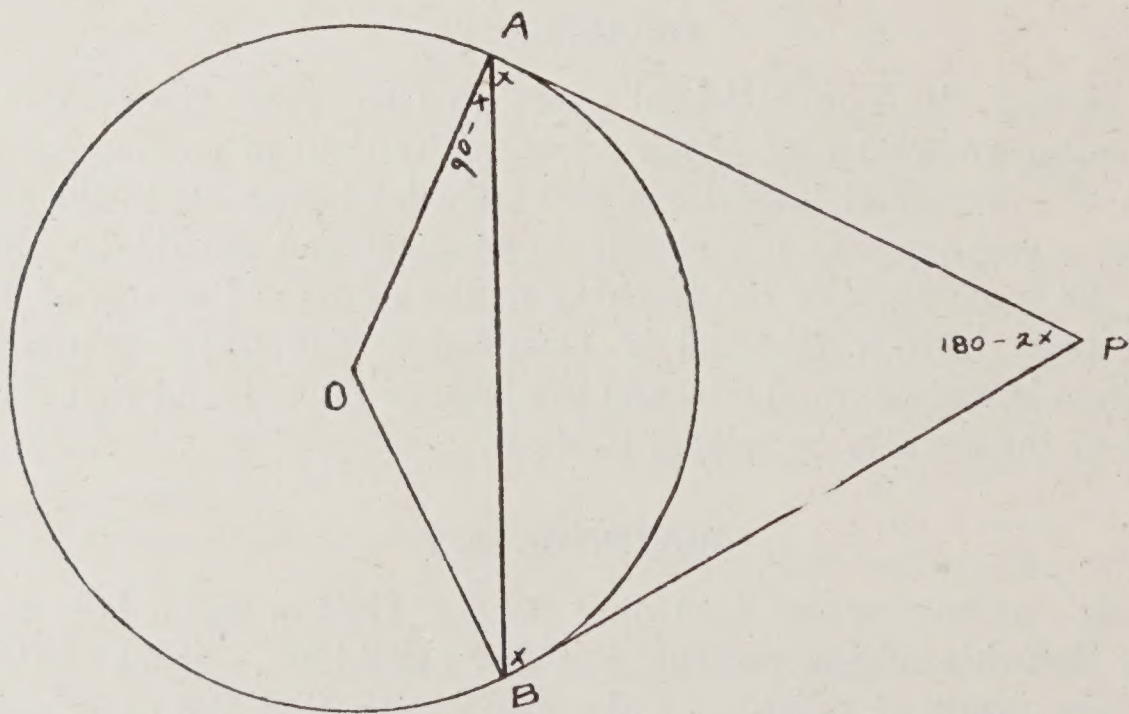
candidates showed themselves deficient in the power to analyze problems and failed to discover the simple, direct solutions intended by the Examiner.

The Examiners report that the candidates' answers on the Middle School Algebra paper frequently showed inability,—

1. To deal successfully with fractions.
2. To divide one fraction by another.
3. To find the square root of an expression with fractional indices.
4. To transpose in equations.
5. To deal successfully with a minus sign before a fraction.
6. To distinguish between an algebraic expression and an equation.

Candidates sometimes attempted unsuccessfully to take the square root by inspection and to give an arithmetical solution of an algebraic problem.

In the answers to the Middle School Geometry paper some candidates, to obtain an angle of thirty degrees, trisected the hypotenuse of a right-angled triangle, and joined a point of trisection to the opposite angular point. Difficulties were encountered also as a result of taking radii of arcs or of circles that were too small for accurate drawing, or of using poor instruments and blunt, soft pencils or, in drawing an inscribed or an escribed circle of a triangle, of not first finding the radius before employing the compass to draw the circle. In dealing with the propositions candidates showed a lack of exactness in definition. A "quadrilateral" was taken by some as equivalent to a "rectangle," by others as identical with a "trapezium." There was a similar uncertainty as to the term "altitude." The proof, by the method of similar triangles, that "PA is a tangent to the circle ABC when  $(PA)^2$  equals  $PB \cdot PC$ " was imperfectly understood by the candidates in general. This suggests the advisability of substituting Euclid's proof. The subject of loci again presented difficulty to the candidates and only in rare instances were clear ideas of the intersection of loci indicated.



The above figure with adequate explanation given by a candidate to prove  $\angle APB$  equal to twice  $\angle BAO$ , was considered such an effective method of attack as to merit special mention. It is well that teachers of geometry should know and should impress upon their pupils that the Examiners at the final examinations require that,—



1. A proposition should be stated in full.
2. The figures drawn, even where accuracy is not required, should be approximately accurate.
3. The authorities for the main statements of the proof should be given, either by the number of the proposition, by quoting its enunciation, or by indicating the principle involved.

The answers to the Lower School Arithmetic paper indicated the need of more attention to the teaching of decimals. For example, many candidates said that  $.56 \div 7 = .8$ . Poor answers were given to the question on bonds showing a failure to understand the transaction involved. There was evidence of a need for stressing the ordinary tables of measurement and the fundamental ideas of area and volume. This was especially noticeable when the candidates tried to use the metric system. Many depended upon the memorization of the tables and apparently were not taught the relation between the linear tables and those of area and volume.

A fruitful source of error was the habit of putting down the "carrying" figures in the ordinary operations. Teachers would do well to discourage this practice and to make it unnecessary by giving more practice in mental arithmetic. Accuracy would be promoted also by training pupils to check all mechanical operations and to apply the test of common sense to the result.

On the Algebra and Geometry papers the answers showed a weakness in solving problems. In geometry the idea of a locus was not clearly grasped. The failure of many candidates to make the simple construction required in the one deduction given on the paper would seem to call for more practice in such exercises.

## SCIENCE

In the answers in Upper School Physics, the mathematical solutions were somewhat deficient. While long, elaborate solutions are not expected, the line of reasoning should be shown. In the matter of the statement of definitions and principles, there is room for further improvement.

In contrast to the situation in the case of the Physics, the mathematical part of the Upper School Chemistry paper was usually well answered. The chief lack in the chemistry answer papers was in the writing of equations and in the knowledge of the Middle School work which is required to be reviewed in the Upper School. The answers indicated that students should be drilled in the interpretation of the information contained in formulæ and equations, and in the expressing of chemical reactions and the composition of compounds by means of equations and formulæ. This might be done by following each experiment with a drill on similar equations, e.g., the experiment on the preparation of carbon dioxide from calcium carbonate might be followed by expressing in equations the reactions of various acids with various carbonates.

There was evidence in the answers to the Mineralogy paper that the practical work had been too limited, as fully half of the candidates were not familiar with zinc blende. Insufficient preparation was also shown in the work in blowpiping and in the locating of deposits of minerals. More use might be made of the publications of the Geological Survey and of the Mines Branch of the Department of Mines, also of the reports of the Bureau of Mines of Ontario.

In the case of the Middle School Physics, it appeared that the pupils' attitude of mind towards experimental work was often unscientific, e.g., the conclusion of an experiment was sometimes stated before the observation was made.



In describing an experiment to show the expansion of air under heat, many pupils, after describing the apparatus used, stated that the air expanded and, therefore, pushed the water down. They should have stated that the water was pushed down and, therefore, the air must have expanded. Many answers showed that statements of facts were presented to the pupils without experiments to illustrate them. In other cases it appeared that teachers outlined experiments that were impracticable and misleading, or used clumsy algebraic solutions for simple experiments. As an example of the latter, certain pupils in establishing the law of vibrations in a stretched string used six to eight letters and half a page of confused writing. There was evidence also that candidates had memorized the statements in the text-book. In the case of one question in particular, most of the candidates cited the problem in the text where they should have given data from experiments of their own. Again, the diagrams of the text were given, but in wrong connections.

In the case of the Middle School Chemistry there was evidence that some candidates had performed experiments without having gained much accurate knowledge from the experiments, that some had tried to solve problems without a working knowledge of the metric system or of what chemical formulæ stand for and what information is contained in these formulæ, while some had not learned the composition of the compounds with which they had been working. This year's answers, also clearly revealed the fact that some pupils were not trained sufficiently in the writing of equations.

The answers to the Elementary Science paper of the Lower School candidates again showed difficulty in the correct interpretation of experiments. Candidates selected the correct apparatus and material but failed to make the proper observations or else to use these to arrive, logically, at the conclusion. Some candidates, while having the requisite knowledge, for instance, of specific gravity or of the metric system, were unable to apply that knowledge correctly to the solution of problems. The answers regarding floral structure were often too general. The making of a good floral diagram of each floral organ is suggested as a means of "fixing" the information taught.

### LATIN

At the Upper School and Honour Matriculation examination the selections from Virgil and Cicero were not translated so well as those from Horace, nor as the sight passage, while the answers to the questions in syntax were very unsatisfactory. On the paper in Latin Composition, candidates showed carelessness and ignorance respecting inflections. This was especially noticeable in case endings, the form of the relative pronoun, and the mood, tense, and personal inflections of the verb.

The answer papers of Middle School and Pass Matriculation candidates in Latin showed the necessity of paying more attention to the correct formation of English sentences, of avoiding the literal translations of the ablative absolute, of exercising greater care in the spelling of proper names and in the use of numerals. More time might profitably be spent on the literary references in Virgil and on sight translation. Students should be carefully trained how to give a complete identification of inflected forms and, in accounting for the case of nouns, to give the name of the case as well as the proper explanation accompanying it.

The answers of many Middle School candidates to the questions on accidentence indicated that in many schools sufficient time is not being given to review, so essential to this part of the work of which much is taken in the earlier stages.



of the course. The translation of the passage of connected prose indicated how beneficial it might be to give frequent drill not only on sentences illustrating definite points of syntax; but also on connected passages. On points of syntax satisfactory explanations were so infrequently given, that teachers might well insist on their pupils giving clear statements of rules of syntax. More stress might also be put on the formation and use of the gerund and gerundives.

### MODERNS

The answers of the candidates in Upper School French Authors again emphasized the need of training in the use of idiomatic English, and in the translation of proper names and of words (as *brace*, *cabinet*, *lard*, *inclination*) which have similar or identical forms in English. Some candidates stumbled over the correct use of the definite article in such expressions as, "the supporters of *the* order," and in the translation of "on," in a construction which represents an English passive. Some also missed the significance of the words "account for" in such questions as "account for the mood." To give the mood is not to give an answer to the question.

The Examiners in Upper School French Composition make the following observations:

1. More attention should be paid to the tenses of the verb, particularly the correct uses of the imperfect and the past definite in continuous prose passages. The correct forms of the tense endings should be emphasized. The following occurred: *J'étais*, *J'arriva*, *Je tachat*. Another error was, *J'avais été pensant* for *I have been thinking*.
2. The position of the pronoun object and of *pas* when the verb form was compound was frequently incorrect.
3. The rules for the agreement of the verb with a compound subject were not observed by many of the candidates.
4. Errors in the use of prepositions with the infinitive were too frequent.
5. *Devoir* and *falloir* were frequently confused. The translation of *I must have dropped it*, was often inaccurate.
6. Many candidates were careless in the matter of the agreement of adjectives and nouns, particularly where the adjective followed the noun or was used in the predicate.

After a consideration of the answers in Upper School German Authors the Examiners recommend that:

1. More attention be paid to securing a natural and easy translation of sight work, especially of poetry.
2. The tense forms of strong verbs and verbs with separable prefixes be the subject of constant drill.

All study of a foreign language is really a preparation to read and understand without a dictionary. Accordingly sight work is a more important part of the test of knowledge than is the examination of prepared work, where memory may help some students more than others. The great difficulty is that, owing to the limited reading matter in the text-books, it is very difficult to find sight pieces with a corresponding vocabulary. The high quality of German poetry should encourage each teacher to make frequent use of short pieces as sight and memory work.

In the case of the Upper School German Composition teachers are advised to emphasize the following:



1. The order of words in dependent clauses, infinitive phrases, and such participial phrases as *covered with rose leaves, wearing a green coat*.
2. The place of the separable prefix, in main and independent clauses.
3. The use of the model verbs in such phrases as *should have read, may look, would raise, would cook*, and of the verb *know* in *then you would have known what happened*.
4. The different meanings and translations of *would*.
5. The difference between *kennen* and *wissen*.

Training in the model verbs cannot be too much emphasized. Rather than study examples from a grammar, the student and teacher would do well to study the uses in the texts read. The same is true of the separable and inseparable verbs.

In these days of careless speech not enough care is taken to compare *good* English usage with *good* German usage. Hence the mistakes in translation from German into English and vice-versa and the loss of the benefits to be gained by accurate translation.

In the Middle School French the need for emphasis on idiomatic English was again indicated. Candidates do not always realize that *translate into English* means *translate into good English*.

In the case of French Composition more attention to the following appeared to be necessary:

1. Elision and the use of accents.
2. The formation and use of the tenses.
3. The use of the partitive, the position of adjectives, and the gender of very common nouns.
4. The use of the infinitive after prepositions.
5. Distinctions in the meanings of words, i.e., *raconter* and *dire*, *savoir* and *connaître*, *le fond*, *le bout* and *la fin*, *tard* and *en retard*.
6. Position of the negative particles.

The use of the oral method in the teaching of foreign languages is evidently not as general as it should be. This is particularly the case in the teaching of German.

## ART

There was a decided improvement in the representation of form indicating a development of the powers of observation, judgment and manual expression.

There is need of greater attention to tone in the expression of values and of light and shade.

The interpretation of the picture on the First Course paper was, in general, good: the answers were least satisfactory when they discussed the tone qualities of the picture.

Very few candidates selected as their option the question which permitted a choice between figure drawing and landscape drawing. In preference to this question involving the use of the memory and imagination, they chose the one on object drawing involving the use of observation.

The answers to the question on historic ornament showed a failure at times to appreciate the details of the more commonly used historic forms, indicating that the candidates had learned to recognize, but not to draw, these forms.

In the answer papers in Lower School Art the following features are commended:



1. The neatness of nearly all the drawings.
2. The attention which is given to colour in the expression of tones of colour and harmony of colour.
3. The appreciation of the artistic qualities of a picture.

On the other hand, mistakes were quite frequent in the freehand drawing in perspective of rectilinear objects—as of books. The following were the most noticeable:

1. An impossible position of the rectilinear object (with two edges horizontal, and the two receding edges slanting in the same direction).
2. A distorted drawing of a rectilinear object resulting from the choice of vanishing points too close together, or from an eye-level placed too high, or in more than one eye-level for the same object or group of objects.
3. The slanting outwards to the bottom of the object, of vertical edges which should have been kept upright.
4. The incompleteness, or losing, of black lines of rectilinear objects through a failure to understand and apply the elementary laws of foreshortening, and of convergence.

Further defects were noted as follows:

1. Single lines were allowed to express thickness, as of lids of books.
2. Some candidates were unable to apply in an intelligent way the simplest laws of decorative design. Usually the same candidates were ignorant of the requirements of simple formation, uniformity, and good spacing in lettering.
3. In the picture study, candidates employed terms which they failed to relate intelligently to the picture about which the questions were asked. Evidently the terms had been memorized in the study of other pictures without a due appreciation of their meaning. Some candidates overlooked the artistic qualities of the picture and dealt wholly, and often in a very childish way, with the story side of the picture.

Teachers are advised that backgrounds, if expressed, should be kept secondary, and that pencil drawings should be expressive of the character of this medium. Tones made by the pencil should not be modified by the use of stumps, by finger work, by smudging, by black carbon-cored pencils, or by any method which would destroy the crispness of the pencil. Many failures to express shade and shadow and the values of different coloured objects in the group to be drawn in pencil, seemed to be due as much to the use of poor pencils as to a lack of knowledge of a neutral value scale, or of the principles of light and shade. It is recommended that candidates be encouraged to use a softer grade of pencil (grade BB) with the ordinary grade HB.

#### HOUSEHOLD SCIENCE

As a result of the examination of the candidates' answers in Lower School Household Science the following suggestions are made to the teachers of the subject:

1. That the pupils should be trained in the preparation and serving of simple home meals.
2. That teachers should avoid the use of technical terms which appear to be beyond the comprehension of the younger girls, and that they should stress the teaching of the fundamental food principles and of elementary cookery.



3. That the instruction in sewing should be made as practical as possible, with special attention to the economical buying and cutting of material and to the construction of the articles mentioned in the syllabus.

#### AGRICULTURE AND HORTICULTURE

There was evidence in the answers that students of Agriculture and Horticulture were lacking in knowledge of the preparation and use of the various spray mixtures. It would appear that this topic was not taken up practically. There was evidence of a lack of instruction in agricultural arithmetic and of a lack of familiarity with the characteristics of the various classes of poultry.

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